Standards-based ALP Implementation

A Little R & R

Time to start thinking about SPRING BREAK!

Time for some R & R

Or…REST & RECOVER

Perhaps this summarizes your year....
Our R & R:

RULES & REALITY

The AU shall develop an ALP for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs.

In Reality...

Some see the ALP as just a DOCUMENT that allows you to “check-off” the box saying, “Yes, we meet condition of law, because all of our students have this document.”

A Reality Check...

A Reality Check...

4 C’s

• Culture
• Climate
• Context
• Content

ALPs
If your road trip didn't go as planned...

Culture: Beliefs and Behaviors

District’s Philosophy:
- A place where kids go
- Enrichment, pull-out, activities
- That’s gifted programming

Programming shall match the academic strengths and interests of the gifted student.

And the RULE says...
Administrative units shall implement gifted education student programs providing programming options and services for gifted children for at least the number of days calendared for the school year by each school district.

And the RULE says...

How can you build a culture of shared responsibility?

A Culture of Shared Responsibility

- EMPOWER teacher leadership
- POWER of teams
- Are gifted learners a part of our “culture”?  
  - Gifted students are a shared responsibility
  - Commitment to continuous improvement
  - Teachers ask:
    - What do our gifted students know?
    - What do we want them to learn this year?
    - Which standards can we eliminate?
    - Which standards should we focus on?
    - How can we adapt our curriculum?
    - How will we assess achievement and growth?

FIRST steps

Encourage PLC, MTSS or RtI time to include conversations about gifted and advanced students at least once a month or once a quarter

Climate: Influences on the environment

School’s Philosophy:

- We have advanced courses
- Our gifted students are getting what they need
- The ALP is a compliance document

And the RULE says...

Alignment of the gifted student’s assessment data and ALP goals to programming options in the areas of giftedness
And the RULE says...

**Affective** and guidance support systems

Unified improvement plan addendum methods by which gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process.

In Reality...

How can you foster a climate that supports student academic and affective growth?

A Climate Supporting Growth

- Teachers don’t understand the learning needs of gifted students
- Provide professional learning opportunities:
  - Characteristics of gifted
  - Research on acceleration
  - Cluster grouping model
  - Analysis of gifted data
  - Use of pre-assessments
  - Use of formative assessments

A Climate Supporting Growth

- Gifted students work in distinctly different ways from other learners
- This calls for vastly differentiated instruction
- Gifted students learn more rapidly, require less repetition, retain information, and enjoy being more “self-directed” learners
- When gifted students are not challenged to a degree that requires them to stay focused or put forth much effort, the result is they become disengaged and don’t achieve to their full potential

Context: Setting of an event, statement and idea

**Teachers’ Philosophy:**
- It isn’t my responsibility
- I don’t have the time
- I don’t look at the ALP once it is written

Chapter 6
Richard Cash & Diane Heacox, 2014
At minimum the student's parents and classroom teachers should be familiar with and support ALP goals, and/or write ALP measurable goals according to local procedures. Gifted education resource personnel may assist in the writing of goals, but may not be the sole custodian of the ALP.

Goals written to align with classroom tiered instruction and expanded learning opportunities for supplemental or intensive programming.

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Progress reports aligned to parent-reporting and/or conferences about student progress

ALP progress reporting timeline

How can the context of an ALP be more than an event?

The intent of ALP development is not about ONE person

Meeting with all the gifted students

Writing all the goals

Developing all the programming

Progress monitoring all the goals

Communicating with all the parents

Teachers believe the gifted student isn't their responsibility

Work with the principal to align teacher evaluation to meeting the needs of ALL students in the class

Review the Colorado Teacher Quality Standards and how they align to supporting gifted learners

Gifted personnel provide "coaching" opportunities to teachers

Present a "team" approach to meeting gifted needs
Teacher Quality Standards for Colorado:
- Demonstrate a commitment to and respect for student diversity
- Engage students with unique interests and strengths
- Adapt instruction to meet needs of ALL students

Progress Monitoring:
- The teacher supporting the goal may record a statement of progress towards the established goal at least once during the ALP cycle.
- The student can logon to their ALP and record their progress towards goal attainment.

Questions:
- Where is the student in reaching his/her goal?
- What has happened so far?
- What does assessment data show?
- Do instructional strategies need to be adjusted?
- Has the student attained the goal and need a new goal?

Content: The topic, matters in written work

Educators’ Philosophy:
- I don’t know the standards
- Which standards do we choose
- Standards aren’t meaningful to students

And the RULE says...
- Achievement goals are standards-based statements in strength area(s)
- A method to develop student awareness and active participation in the ALP process
- It is highly encouraged that ALPs be student-led at the secondary level
How can you ensure ALP content is meaningful and purposeful?

- Teachers don’t know the standards
- Teachers don’t know which standards represent higher level learning
- Give them access to their standards (online or in print)
- Coach teachers on how to select appropriate standards for gifted learners
  - Problem solving
  - Analysis
  - Research
  - Application
  - Critiquing
  - Compare/contrast
  - Create

Standards Instruction and Support

- Teachers don’t know how to differentiate
  - Provide professional learning opportunities:
    - Compacting
    - Tiered lessons
    - Depth & Complexity
    - Grouping
    - Project Based Learning
    - Genius Hour

Road Blocks

- At the high school, we have too many gifted students to monitor
- Students don’t see the value of their ALP
  - Consider assigning a mentor teacher for groups of gifted students
  - Have breakfast and lunch groups
  - Email reminders
  - Create a culture where students value their giftedness and own creating their plan and learning
  - Is the document not purposeful, or is the learning not purposeful?

In Reality, many districts say...

- “Students write their own ALP goals.”
  - Are goals aligned to a student’s data?
  - Does the goal define what the student will know, understand and be able to do at the end of the ALP cycle?
  - Does the goal support continued growth and achievement?
  - How does an educator ensure instruction supports the goal?
  - How has goal writing been scaffold based on student needs?
In reality, how can we get there?

**Heacox & Cash**

*Teaching and Learning Continuum Model*

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**TLC**

TLC is a framework to guide gifted students becoming independent learners so that they might be able to access advanced learning opportunities:

1. **Gradual Release of Responsibility:** Scaffolds student learning to greater responsibility
2. **Self-determination Theory:** Based on hierarchy of human needs
3. **Mindset Theory:** Achievement is directly connected to the amount of effort put forth

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**Four Levels of the Learning Process**

1. **Didactic:** The teacher is primarily responsible for the teaching and learning
   - Teacher determines the student’s needs
   - Teacher writes the standards-aligned goal
   - Teacher plans appropriate instruction
   - Teacher develops appropriate assessments
   - Students may have choices in activities, aligned to interests
   - Activities are aligned to set tasks that support the standards

2. **Facilitated:** Teacher is mainly responsible for defining standards-aligned goal(s)
   - Teacher uses data to determine level of mastery
   - Teacher works with the student to develop a goal
   - Teacher plans appropriate instruction; however, the student takes on a greater role in the learning process
   - Instruction is flexible based on student need
   - Tasks are open-ended and/or inquiry-based
   - Students are beginning to develop self-regulation skills

3. **Coached:** Teacher observes the student and provides descriptive feedback to enhance performance or encourage greater proficiency
   - Teacher acts as a guide to higher-level thinking
   - Teacher proposes appropriate goals aligned to standards he/she believes will move student to higher level of learning
   - Students take on a greater ownership of their learning

4. **Consultative:** Students become initiators and designers of their own learning
   - Students develop their own learning goals based on their personal NEEDS and INTERESTS
   - Teachers work with the student to plan a course of study
   - Teacher consults with the student throughout the study
   - Students determine the criteria for evaluating their performance
   - Students reflect on their learning process
The Colorado Academic Standards are written FOR teachers.

- They identify WHAT teachers should teach, not HOW.
- ALPs must include the standards students will be working on to ensure NEW learning and growth.
- Standards-aligned goals are the teacher’s road map for instruction.
- The learning is what should be purposeful and meaningful to the student.

Where is the student on the continuum?

**AP Human Geography students** will explain and interpret geographic variables that influence the interactions of people, places, and environment. Students to select one of the seven broad topical units of study and construct a line of reasoning based on multiple sources to include at least one or more of the enduring understandings to defend their logical argument. Students will earn an 85% or higher on the summative course assessment.

**Accelerated Class**

- Susan will be accelerated two-years into the pre-algebra math class. She will complete the pre-algebra curriculum earning an 85% each quarter. To support Susan taking academic risks, real-world problem solving opportunities to reason abstractly and quantitatively and make sense of problems and preserve in solving them.

**Where is the student on the continuum?**

**AP Class and a Teacher Goal for ALL students**

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Elementary students who are working beyond grade-level
Tom's Learning Goal

- **Tom:** This year for my reading seatwork I will work on my Genius Hour projects. I want to research these topics: How to raise bees, colonizing Mars and the pros and cons of self-driving cars. Mrs. Jones will help me find my topic expert and help me choose the type of project I will complete.

- **Teacher:** Tom will draw evidence from literary or informational texts to support analysis, reflection, and research and ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.
Teacher Website
- Created to allow teachers easy access to information and resources.
  - Requirements
  - Sample Goals
  - Resources
  - Next steps

Access to Resources

Goal Creation
- Products

Credibility
- By putting in my own time and work, I showed my colleagues I was not asking them to do something I wouldn't do.
- Even though this is a district initiative, I presented this rather than an administrator—I feel this made other teachers feel better about what they were being asked to do.

Collaboration
- After reviewing all of the resources, our teachers worked in collaboration with their grade-level counterpart to develop ONE goal per content area (not one per student).
- This was done during a staff development day—no outside work for teachers.
- This resulted in 15 options for 6th graders, 11 options for 7th graders, and 13 options for 8th graders.
- Resulted in a feeling of "sharing the burden".
  - Historically, math and ELA teachers were solely responsible for GT goals and progress monitoring.
  - Now, each teacher ended up with 1-6 students on their case load.

Timeline!
- Each teacher created and submitted a general timeline to help students stay on track throughout the year.
- This has resulted in easy progress monitoring and helped both students and teachers in remembering to address the goal in steps instead of last minute.

Sample Goals
I worked with our instructional coach to create a variety of standards-aligned goals for teachers to use as a model. See handout for specific examples.

Grades:
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

Simple Goals
Remember that a goal should be based on at least one standard and should contain a product that needs to be completed.
- Sample Goal:
  - Create a lesson plan template, produce a lesson plan to teach a topic or skill (include worksheets, packets, instructions, graphics, etc) to Support implementation. Include an assessment on topic to grade achievement of the skill or content.

Click on the tab below to view simple grade.
Next Steps

- This was a great starting point.
- Both students and teachers have enjoyed the majority of the process.
- This was “more” because other students were meeting the standard at a different level, but the more was deeper, not repetitious.
- In reflecting on the process, I would like to further the goal of going deeper into the standards throughout the year rather than just focusing on one standard.
- Extension work to be done, but our initial trial has been a successful one!

You’ve packed your bag. You have started your journey.

What questions do you still have? What ideas can you share that have worked for you?